



The Role of Parents in Improving Memorization Al-Qur'an Juz 30 at Hidayatul Elementary School Mubtadiin Montong Tuban

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ABSTRACT

The role of parents is very important in supporting and improving memorization of the Qur'an, especially Juz 30, at MI Hidayatul Mubtadiin Montong Tuban. Parents have a great influence on children's lives, including in religious education. This study aims to analyze the role of parents in improving children's memorization of the Qur'an, evaluate students' memorization achievements under parental guidance, and identify supporting and inhibiting factors of the role of parents in improving children's memorization of the Qur'an at MI Hidayatul Mubtadiin. This study uses a qualitative method with a descriptive approach. The results of the study indicate that the role of parents is very significant in several aspects, namely as role models, motivators, guides, facilitators, and managers. Parents are role models for children because children's behavior tends to imitate their parents' actions. As motivators, parents provide strong encouragement so that children are more enthusiastic about memorizing the Qur'an. In addition, they also act as guides when children face difficulties, provide adequate facilities for smooth memorization, and manage children's activities so that they remain focused. This study also found that the active role of parents can improve students' Al-Qur'an memorization achievements so the role of parents greatly determines the success of the Tahfidz Juz 30 program at the madrasah. The success factors of the Tahfidz program are divided into two, namely supporting factors and inhibiting factors. Internal supporting factors include motivation given by parents, while external factors are positive school environment and friends. The internal inhibiting factor is student laziness, while the external factor is gadget addiction which has a negative impact on student memorization.

Keywords: *Role of Parents, Memorizing the Qur'an, Tahfidz Program, Supporting and Inhibiting Factors*



INTRODUCTION

Memorizing the Qur'an has significant benefits for the overall development of children, both spiritually, cognitively, and emotionally. The Qur'an is believed to be able to shape character and improve the sharpness of children's memory. In many Muslim families, parents play a crucial role in instilling memorization of the Qur'an from an early age, because early age is considered the golden period of brain development that is ideal for instilling positive values and habits, including memorizing verses of the Qur'an.

In Indonesia, this phenomenon is growing with many educational institutions adopting tahfiz programs as part of their curriculum. Parents work together with schools to create a supportive environment, where children are accustomed to memorizing and repeating memorization at school and at home. Collaboration between parents and teachers has a positive impact on the success of children's memorization because children feel supported in every process of their learning.

The role of parents in supporting children's memorization of the Qur'an is carried out through various strategies, such as creating a special schedule for *muroja'ah* or repetition of memorization, giving appreciation when children succeed in achieving memorization targets, and providing examples through the same habits. Parents who are actively involved in this process also help children understand the meaning and virtue of memorizing the Qur'an, which will ultimately shape the child's character and love for the Qur'an.

Scientifically, research shows that memorizing the Qur'an not only improves children's cognitive intelligence but also strengthens their abilities in other subjects. Children who are accustomed to memorizing have better concentration abilities, which has a positive effect on their academic achievements in other areas. In addition, memorization activities that are carried out in a fun and non-coercive manner help maintain children's mental health and increase their creativity in absorbing other knowledge outside the Qur'an.

In addition to providing examples, parents also use other methods such as creating a conducive home atmosphere, playing the recitation of the holy verses of the Qur'an, or encouraging children to follow the tahfiz program in the community or educational institutions. Some families even teach children to memorize the Qur'an from the womb, in the hope that it



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can influence the development of the child's brain and intelligence from an early age, similar to other prenatal learning practices.

Furthermore, parents' motivation in supporting their children's memorization is often driven by the desire to see their children grow into individuals with strong spiritual values. Various studies have noted that children who grow up with a foundation of memorizing the Qur'an tend to have good self-discipline, stronger ethics, and more effective problem-solving skills than children without a memorization background.

Through these strategies, parents play an important role as companions and directors, making memorizing the Qur'an not just mechanical memorization, but a fun and meaningful spiritual journey for children. In this modern era, challenges and obstacles such as lack of time and parents' busyness can be overcome with creativity in creating an atmosphere that supports children's memorization and maintains consistent communication and motivation at home. Thus, the role of parents in memorizing the Qur'an is essential, not only as educators but also as figures who motivate, guide, and create a supportive environment for the child's spiritual and intellectual growth.

RESEARCH METHOD

This study uses a qualitative approach with a field study method based on the philosophy of naturalism, namely an effort to understand phenomena in a natural context (natural setting) without changing the actual situation. This approach allows researchers to be directly involved in the context being studied so that they can gain a deep understanding of the situation and behavior of the research subjects. In this case, the researcher acts as the main instrument that facilitates data collection and functions as a key tool to understand the phenomena being studied from the perspective of the participants.

Data collection was carried out through triangulation techniques, namely by combining several methods such as observation, interviews, and documentation. This was done to obtain more valid and rich data so that the information obtained was able to describe the phenomenon more accurately. Observations were carried out directly in the environment of Madrasah Ibtidaiyah Hidayatul Mubtadiin Montong Tuban to observe parental involvement in the children's Al-Qur'an memorization program. Interviews were conducted with parents of



students at their respective homes to understand their role in supporting children's Al-Qur'an memorization.

The data collected in this study are divided into two, namely primary data and secondary data. Primary data were obtained from direct observation and interviews with students' parents, while secondary data were obtained from documentation, books, and other reference sources relevant to the research theme. The combination of these two types of data aims to provide a comprehensive understanding of the role of parents in improving children's memorization of the Qur'an.

This research was conducted at MI Hidayatul Mubtadiin, Tuban, which is the main location of observation related to the Al-Qur'an memorization program. The data collection period was carried out from October to February 2024, where researchers collected various data through direct interaction with research subjects and observations of children's educational environments. Continuous data collection over several months is expected to provide a more complete picture of parental involvement in their children's educational process.

Data analysis in this study involved several stages, namely data collection, data reduction to filter essential information, data presentation in narrative or graphic form, and concluding. Data validity was strengthened by using the triangulation method which involves the use of various data collection techniques at different times to ensure the accuracy of the information. Through this process, the study is expected to be able to produce significant and relevant findings related to parents' efforts to improve children's memorization of the Qur'an.

RESULTS AND DISCUSSION

The Implementation of Tahfidz Learning in Developing Religious Character at Wahid Hasyim Mojogeneng Jatirejo Mojokerto High School

The results and discussion on the role of parents in improving the memorization of the Qur'an in children at the Hidayatul Mubtadiin Elementary School, Montong Tuban, confirm that the role of parents is an essential component in the process of children's religious education, especially in terms of memorizing the Qur'an. Following Soerjono Soekanto's view, the role of parents is very important because children's time at school is limited, while most of the children's time is spent at home. Therefore, the involvement of parents at home in guiding



children to memorize the Qur'an is crucial. As an effort to produce a generation that loves the Qur'an, several schools, including the Hidayatul Mubtadiin Elementary School, even implemented strict selection that requires parents of prospective students to have the ability to read the Qur'an well, which ensures that the role of parents in the Qur'an learning process can run optimally at home.

Based on interviews and observations, it was found that parents at Madrasah Ibtidaiyah Hidayatul Mubtadiin Montong Tuban play a role not only as motivators but also as role models for children in memorizing the Qur'an. Parents try to memorize the Qur'an, do *muroja'ah*, and increase *tilawah* in front of their children so that children have direct role models in their home environment. As stated by Dindin Jamaludin, parents are expected to be good examples for children in terms of spirituality. By seeing their parents actively interacting with the Qur'an, children are more inspired to memorize because they feel involved in a meaningful family activity. This habit also creates a conducive environment for children to get closer to the Qur'an, even though parents are still busy with their daily work.

The age stage of 7–12 years is an important period where children need additional guidance and motivation in memorizing the Qur'an. At this stage, giving rewards can help increase children's enthusiasm for memorizing, as expressed by Saad Riyadh that gifts in the form of *murattal* recordings or Al-Qur'an CDs can make it easier for children to memorize. Parental guidance is very necessary in overcoming children's challenges in memorizing the Qur'an, especially when children have difficulty remembering verses. Parents who accompany and provide motivation will help children overcome obstacles faced in the memorization process, either through repeating verses or by teaching effective memorization techniques.

In addition to being motivators, parents also play a role as active guides at home. In this study, it was found that parents at Madrasah Ibtidaiyah Hidayatul Mubtadiin have tried various ways to guide their children in memorizing, such as by correcting readings, giving *talaqqi* verses, and getting children used to repeat memorization. This is in line with Sri Lestari's opinion which states that in the guidance process, parents also act as caregivers who are responsible for directing, looking after, and educating children. By using aids such as *murattal*, parents facilitate children to more easily get used to listening to the verses of the Qur'an, so that during the memorization process, children already have good familiarity with the verses to be memorized.



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In addition, parents at Madrasah Ibtidaiyah Hidayatul Mubtadiin also act as managers in arranging their children's memorization schedules at home, generally after dawn and dusk. This schedule arrangement is adjusted to school activities so that school and home can support each other. By preparing this routine, parents ensure that their children remain focused and disciplined in achieving the expected memorization target. This shows the synergy between school and family in creating a supportive environment for the development of children's memorization of the Qur'an. In addition, parents also limit the use of gadgets and playtime, which aims to minimize distractions that can affect children's concentration when memorizing the Qur'an.

In addition to parental support, there are external factors that support the improvement of children's memorization of the Qur'an, especially through the school environment and friends at Madrasah Ibtidaiyah Hidayatul Mubtadiin. This environment that focuses on learning the Qur'an motivates children to compete in goodness, creating a healthy competitive atmosphere among friends. Schools act as catalysts by providing various teaching methods such as the *talaqqi*, *tasmi'*, *balaqoh*, and *takrir* methods to support children's memorization. These learning methods provide clear structure and guidance for children in the memorization process so that children can understand and practice their memorization of the Qur'an well.

However, this study also revealed several inhibiting factors faced in improving the memorization of the Qur'an. One of the main internal inhibitors is the laziness experienced by children. Another significant external factor is the use of gadgets, which can distract children from memorization activities and become a source of entertainment that makes it more difficult for children to focus. Gadgets are a major challenge for parents and schools in maintaining children's consistency in memorizing the Qur'an. Therefore, collaboration between parents and schools is needed to regulate gadget restrictions so that the process of memorizing the Qur'an continues to run optimally.

CONCLUSION

After the researcher analyzed the data that the researcher had collected, the researcher obtained conclusions based on the research focus, namely:

1. The results of the study indicate that the role of parents in improving children's



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- memorization of the Qur'an at Madrasah Ibtidaiyah Hidayatul Mubtadiin Montong Tuban includes several important aspects. As role models, parents set an example by memorizing, *muroja'ah*, attending tahsin or *tahfidz* institutions, and increasing recitation of the Qur'an. As motivators, they give rewards when children reach targets, and provide motivation and memorization tips. As mentors, parents correct readings, teach *talaqqi*, and support memorization with *murottal*. As facilitators, they provide facilities such as *murottal* and special *mushafs*, and choose schools based on the Qur'an. As managers, parents set a memorization schedule at home, set memorization targets, and limit access to TV, gadgets, and social interactions so that children remain focused on memorization.
2. Learning the Qur'an at Madrasah Ibtidaiyah Hidayatul Mubtadiin places memorization as the main focus by implementing several methods, namely the Baghdadiyah method, *talaqqi*, *halaqoh*, *tasmi'*, and *takrir*. Every day, learning begins with the recitation of the Surahs of the Qur'an Juz 30, which are differentiated per class according to the division of the surah, to accustom students to memorizing and understanding the reading of the Qur'an gradually.
 3. Supporting and inhibiting factors in learning to memorize the Qur'an at Madrasah Ibtidaiyah Hidayatul Mubtadiin Montong Tuban include internal and external aspects. Internal supporting factors include motivation within the child, the habit of listening to *murottal*, and the active role of parents. External factors include support from the school environment and friends. The internal inhibiting factor is the child's laziness, while external factors are mainly caused by the use of gadgets that are not well controlled.

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